

Inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together. Education that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life.

However, inclusive education is too often understood as an approach to working with children with disabilities. This ignores the benefits of diversity for all children and denies the possibility of layers of identity. At the same time, civil society groups and human rights advocates often pursue education reform in developed education systems in terms of discrimination experienced by a single race, ethnic group or constituency. This has led to the development of very strong constituency-based organizations capable of documenting and litigating discrimination in education and mobilizing international bodies to hold governments accountable for their legal obligations nationally and internationally.

This approach can also be polarizing within education systems, mobilizing political support for existing institutions, in particular special schools and assessment-based placements. It is also not uncommon for advocacy focused on a specific group to inadvertently advance arguments that infringe on the rights of others. Rather than framing education reform in terms of improved quality of schooling for all, this advocacy's focus on specific constituencies can play to populist fears of reform as a zero-sum game, where one group's gains come at another's expense.

Unintended consequences of constituency-based advocacy may proliferate as European education systems face unprecedented levels of migration that are likely to continue into the future. Building broad coalitions and refining advocacy messages to advance an understanding of inclusive education as quality education for all children has the potential for change transformative change within schools and society.

This summer school is designed for people working on advocacy and policy related to children's rights to quality, inclusive education. Our goal is to provide opportunities for discussion of inclusion and discrimination with senior experts in different corners of the education and human rights fields. We hope to bring together people from diverse constituencies and professional groups that include education policy makers, researchers, and education and human rights advocates for constituencies likely to face discrimination in school systems with the goal of exploring common and diverging understandings of inclusive education in hopes of building a community of advocates and partners across fields. At the completion of the course participants will be able to:

1. Frame advocacy for inclusive education in terms of both accountability for non-discrimination and support for positive practices like critical pedagogy, respectful school – community relationships, and education policies that support diversity.
2. Discuss the ways that migration, minority status, disadvantage and disability are constructed in different social and geographical contexts, including the ways that categorization in data collection can mitigate, monitor or reinforce discrimination.
3. Advocate for education policies and practices in coalition with others in ways that avoid the unintended marginalization of other constituency groups.

Sample Syllabus – subject to change based on the interests and profiles of the participants

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Reading prior to the course:

We recommend that participants complete all of the readings prior to arriving in Budapest. For organizational purposes, we have listed readings under the topic that they support. However, there are some materials that explore themes or background information that is important to the course as a whole. The assigned reading for each topic is available in the reading packet sent to each student and should be completed before arrival in Budapest. In addition to discussion of each topic for approximately ½ a day, participants will work in small groups on projects determined in the course of the summer school.

Marsh, Adrian. (2013). Gypsies, Roma, Travelers: An Animated History. Open Society Voices. <https://www.opensocietyfoundations.org/voices/gypsies-roma-travellers-animated-history>

Robinson, Ken. (2010). Changing Education Paradigms. <https://www.youtube.com/watch?v=zDZFcDGpL4U>

Topic 1: Philosophy and Sociology of Education

Allan, J. (2010). The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education*, 31(5), 603–619.

Freire, Paulo. *Pedagogy of the Oppressed*

Excerpts from Sexing the School: Constituting Gender, Ethnicity and Class through discourses of sexuality in a Hungarian secondary school. PhD Dissertation Thesis, CEU, 2015, Budapest.

Topic 2: Constructions of Difference and Discrimination

- Civil rights movements and self-advocacy
- Curriculum
- Assessment

Anthias, F. (2013). Intersectional what? Social divisions, intersectionality and levels of analysis. *Ethnicities*, 13(1), 3–19.

Gould, S. J. (1996). *The mismeasure of man*. WW Norton & Company.

Gillies, R. M. (2014). The Role of Assessment in Informing Interventions for Students with Special Education Needs. *International Journal of Disability, Development & Education*, 61(1), 1–5.

Ryder, A. R., Rostas, I., & Taba, M. (2014). “Nothing about us without us”: the role of inclusive community development in school desegregation for Roma communities. *Race Ethnicity and Education*, 17(4), 518–539.

Topic 3: Evolution of Inclusive Education

- Origins of inclusive education in special education
- Inclusion beyond children with disabilities
- Inclusive pedagogy

Hardy, I., & Woodcock, S. (2015). Inclusive education policies: discourses of difference, diversity and deficit. *International Journal of Inclusive Education*, 19(2), 141–164.

Howes, A. J., Grimes, P., & Shohel, M. M. C. (2011). Imagining inclusive teachers: Contesting policy assumptions in relation to the development of inclusive practice in schools. *Compare: A Journal of Comparative and International Education*, 41(5), 615–628.

Topic 4: Data, Discrimination, and Education Policy

- Materials from the Washington Group and explanation of EMIS
- How disability is defined in data
- Ethical considerations and effective disaggregation of data

Florian, L. (2014). What counts as evidence of inclusive education? *European Journal of Special Needs Education*, 29(3), 286–294.

Strand, S. (2014). Ethnicity, gender, social class and achievement gaps at age 16: intersectionality and “getting it” for the white working class. *Research Papers in Education*, 29(2), 131–171.

Topic 5: Advocacy’s Many Faces

National policy advocacy: expert advice, strategic litigation, national campaigns

- Local advocacy: community organizing, school development
- Media and public opinion: realizing rights as a positive sum game

Ainscow, M., Farrell, P., & Tweddle, D. (2000). Developing policies for inclusive education: a study of the role of local education authorities. *International Journal of Inclusive Education*, 4(3), 211–229.

Ryan, Colin. (2010). Juggling and Jesus. *The Moth Radio Hour*.

<https://themoth.org/stories/juggling-and-jesus>

Wang, M., Mannan, H., Poston, D., Turnbull, A. P., & Summers, J. A. (2004). Parents’ perceptions of advocacy activities and their impact on family quality of life. *Research & Practice for Persons with Severe Disabilities*, 29(2).